

2004-2005 No Child Left Behind - Blue Ribbon Schools Program*U.S. Department of Education***Cover Sheet**Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12Name of Principal Mr. David A. Britto

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Agnes B. Hennessey School

(As it should appear in the official records)

School Mailing Address 75 Fort Street

(If address is P.O. Box, also include street address)

East ProvidenceRI02914-5100

City

State

Zip Code+4 (9 digits total)

County BristolSchool Code Number* 10116

Telephone (401) 435-7831

Fax (401) 435-7835

Website/URL ABHennessey.netE-mail abhennessey.yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Manuel Vinhateiro

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Providence School Department Tel. (401) 433-6222

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Anthony Gouveia

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>8</u> | Elementary schools |
| <u>2</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>1</u> | High schools |
| <u>2</u> | Other |
| <u>13</u> | TOTAL |

2. District Per Pupil Expenditure: 10,612
- Average State Per Pupil Expenditure: 10,724

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural
4. 1 Number of years the principal has been in her/his position at this school.
- 5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	15	21	36	8			
1	19	20	39	9			
2	26	21	47	10			
3	19	26	45	11			
4	11	21	32	12			
5	30	24	54	Other			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				253

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>80</u> | % White |
| <u>11</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>3</u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	253
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9.48

8. Limited English Proficient students in the school: 11 %
29 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Portuguese, Cape Verdean (Creole)

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 126

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%
27 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>13</u>	_____
Special resource teachers/specialists	<u>15</u>	_____
Paraprofessionals	<u>2</u>	_____
Support staff	<u>2</u>	_____
Total number	<u>33</u>	_____

12. Average school student-“classroom teacher” ratio: 19-1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	96%	96%	95%	96%	91%
Teacher turnover rate	8%	0%	8%	8%	8%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL

PART III – SUMMARY (ONE PAGE)

Agnes B. Hennessey School is located in the heart of East Providence, Rhode Island. It is situated across from the city's largest recreational facility and sports arena, Pierce Memorial Field. The original building was constructed in 1957 and a major addition was built in 1989. This K-5 elementary school stands in its surroundings as a prominent symbol of what is affectionately referred to in the community as "Townie Pride."

Of the 253 students attending the school, 80% are White, 5% are Hispanic, 1% are Asian/Pacific Islander, 3% are Native American and 11% African American. Additionally, 10% receive Special Education services, 11% are Limited English Proficient, and 50% receive free or reduced lunch.

The Rhode Island Department of Education has classified A.B. Hennessey School as High Performing and Improving. Achievement test scores have consistently improved since 2001. Having met and exceeded the goals that were established by the School Improvement Team, the entire school community has demonstrated its commitment to putting forth quality educational practices and striving to assist students in achieving academic excellence in all areas.

Our mission is AB Hennessey School, in partnership with families and the community, is committed to providing a safe, supportive learning environment for all students, which encourages them to achieve full potential as responsible life long learners. The philosophy is that all children, given the appropriate accommodations, direction and encouragement, can and will learn. Student self image and esteem is improved by successfully participating in a variety of academic, social and physical activities resulting in a more productive individual. The timely communication of information and expectations to students, parents and the community improves understanding and encourages involvement and support. We endeavor to close the gap between the high and low performing students.

Agnes B. Hennessey has taken advantage of local, state, federal and international resources. Countless volunteers from the local community contribute to the educational experiences of students. The school strives to improve teaching and learning through its partnerships with agencies and private organizations across the state. The Rhode Island Department of Education and the East Bay Educational Collaborative have assisted in reform efforts by providing resources and intense professional development. The Rhode Island Teachers and Training Initiative provided equipment and training in the use of technology in the classroom. A.B. Hennessey School is also affiliated with Brown University, the University of Rhode Island and Rhode Island College through participation in educational research projects and teacher preparation. Teachers, parents and students have benefited greatly from the federally funded Title I Reading Program. The school was named a Fulbright School due to its participation in the international exchange program back in 2001. These partnerships over the past five years have created a community of learners that extends beyond the confines of the school.

An evaluation team from the Rhode Island Department of Education described the school as follows, "Smiles, joyful voices, and energy permeate Agnes B. Hennessey School. Parents value education and support the Hennessey staff. The dedicated teachers continually challenge themselves to develop and nurture the children within this learning community. A culture of mutual respect abounds. Safe, clean, and attractive, this culturally diverse kindergarten through grade five neighborhood school exhibits a strong sense of family." (www.ridoe.org The Salt Team Visit Report May 10, 2002)

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL

PART IV – INDICATORS OF ACADEMIC SUCCESS QUESTION #1 (ONE PAGE)

Students at the Agnes B. Hennessey School have been assessed using the New Standards Reference Examinations as required by the Rhode Island State Department of Education. It is a performance based examination utilizing a rubric that measures a student's competency relative to national standards in the areas of reading/language arts and mathematics. Reading skills are assessed through two subtests: Basic Understanding and Analysis and Interpretation. Writing skills are also assessed through two subtests: Effectiveness and Conventions. Mathematics skills are assessed through three subtests: Skills, Concepts, and Problem Solving. The national standards reflect what students should be able to do at various points of their educational careers – in this case, by the time they reach the fourth grade. Student progress toward these standards is rated as follows: Achieved the Standard with Honors; Achieved the Standard; Nearly Achieved the Standard; Below the Standard; and Little Evidence of Achievement.

The percentage of our students meeting or exceeding the standards is noteworthy as it exceeds the percentage of students meeting or exceeding the standards at the state level in these same areas. In fact, more than 60% of our 2003-2004 fourth grade students met or exceeded the standards in all seven subtests that comprise the New Standards Reference Examination. Most notably 89% (nearly 9 out of 10) either achieved the standard or achieved the standard with honors on the Writing Effectiveness subtest.

On the spring 2004 New Standards Mathematics Reference Examination, 85% of our fourth grade students met or exceeded the standard on the Skills subtest compared to 70% of fourth grade students statewide. On the Concepts subtest, 66% of our students met or exceeded the standard compared to 44% statewide. On the Problem Solving subtest 62% of our students met or exceeded the standard compared to only 38% statewide. This is a significant increase from the spring 2002 when only 17% of our fourth graders who took the assessment met or exceeded the standard on the Problem Solving subtest. This represents an increase of 45 percentage points over the past three years in this area.

On the spring 2004 New Standards English/Language Arts Reference Examination, 79% of our fourth grade students met or exceeded the standard on the Basic Understanding subtest compared to 73% of fourth grade students statewide. On the Analysis and Interpretation subtest, 66% of our students met or exceeded the standard compared to 62% of students statewide. This reflects a steady increase from the spring 2002 to the spring 2004 in the reading comprehension proficiencies of our students and their development as critical readers and thinkers.

On the Writing Effectiveness subtest, 89% of our fourth grade students met or exceeded the standard compared to 75% of fourth grade students statewide. This represents an increase of 39 percentage points compared to our spring 2002 results. On the Writing conventions subtest, 79% of our students met or exceeded the standard compared to 58% of students statewide.

Though we do not have a statistically significant number of students who make up the subgroups of Limited English Proficient (LEP), Special Education, and Economically Disadvantaged, we continue to monitor their progress in relationship to their peers. Our findings have become the catalyst for instructional modifications and interventions. All of our LEP students (4) achieved the standard on the Mathematics Basic Skills subtest. However, there are deficits evident in their performance on both the Mathematics Concepts and Problem Solving subtests. While 75% of our LEP students achieved the standard on the Writing Effectiveness subtest of the English/Language Arts Examination, they did not fare as well on the Writing Conventions subtest. For our Special Education subgroup (3), we found deficits on the Writing Effectiveness subtest and the Problem Solving subtest. For our Economically Disadvantaged subgroup (26), we found noticeable deficits on the Basic Understanding and Writing Conventions subtests as well as the Problem Solving subtest. Complete state assessment information is available on the Rhode Island State Department of Education Website – www.ridoe.net.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL

PART IV – INDICATORS OF ACADEMIC SUCCESS QUESTION #2 (HALF PAGE)

Assessment is an on-going process embedded in instruction and involving multiple forms of data collection that revolve around innovative as well as traditional techniques. In addition to methodologies such as administering periodic tests, the memorization of facts and rules and teacher observations, students do tasks that require higher order thinking skills, organization of data, critiquing of ideas, and the application of knowledge. For example, students conduct science projects using the Scientific Inquiry Model and they explain solutions to multiple step math problems. During these learning opportunities, teachers act as facilitators and coaches monitoring student behavior and understanding while fostering the construction of knowledge. Routinely, teachers meet to look at and discuss student work. This collaboration yields information about student performance. Equally important, it encourages reflective dialogue regarding best practices in teaching. Common planning times, staff meetings, and inter-grade level meeting sessions promote this type of analysis.

Other domains of data include yearly performance based assessments required by the Rhode Island State Department of Education. The results of these assessments are analyzed carefully by our staff and district administrators with a fervent belief that all students will be held to rigorous academic standards, and, schools will close equity gaps in academic performance among groups of students. Information is also collected by conducting the SALT (School Accountability for Learning and Teaching) SURVEY. All constituencies (students, parents/guardians, and staff) provide feedback on topics ranging from school safety, information requested by parents/guardians, the amount of time students spend reading, to the frequency that specific teaching strategies are implemented in the classroom.

The above initiatives work in concert to help us formulate conclusions and create a lens for our vision of school improvement. Inherent in this process is the willingness of staff and members of our School Improvement Team to build consensus about priorities. We then define measurable goals, specify practical action steps and the requisite resources needed, and determine timelines for completion and evaluation of our intended actions.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL

PART IV – INDICATORS OF ACADEMIC SUCCESS QUESTION #3 (HALF PAGE)

Constituencies receive information about student performance in multiple ways. Classroom teachers send home newsletters which share information about happenings within the confines and culture of their respective classrooms including holistic commentary specifying academic goals and outcomes. Embedded in this process is the opportunity for students and teachers to work collaboratively on such tasks as setting and using criteria and developing rubrics—all of which become natural elements in the classroom learning environment. Also, at the building level, students who meet certain academic criteria during each of the four marking terms are recognized at school-wide assemblies. This recognition works in conjunction with our quarterly report cards which are distributed to parents/guardians at the end of each term. The report card also serves as the vehicle by which each student's state assessment report is disseminated accompanied by explicit and user-friendly literature provided to assist parents/guardians in the interpretation of the assessment results.

Our School Improvement Team is instrumental in the planning of what is called *School Report Card Night*. This event is required by the Rhode Island State School Accountability Legislation. Not only does it allow us to share our school's assessment results on a yearly basis, it presents the forum to show trends in student performance over years. Parents/guardians receive an orientation on the difference between a "testing culture" (i.e. student performance is reported using percentiles where performance is compared to how other students in a reference group did) and an "assessment culture" (i.e. where student performance is compared to a standard). They also become more familiar with the concept of "Standards" and the relationship standards have to performance based assessments.

Communication beyond the walls of our school building is facilitated by our website (ABHENNESSEY.NET), as well as the use of our local newspapers *The East Providence Post* and *The Providence Journal*, and regularly scheduled School Committee meetings where central office administrators provide detailed reports on student performance.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL

PART IV – INDICATORS OF ACADEMIC SUCCESS QUESTION #4 (HALF PAGE)

A major undertaking that fosters the sharing of our successes is our affiliation with local teaching colleges (Providence College, Rhode Island College, Brown University, and the University of Rhode Island). In addition to supporting student teachers who are nearing completion of their college degrees, we also accommodate teacher interns—those in the early stages of their college matriculation. For example, during the fall semester of the 2004-2005 academic year, Agnes B. Hennessey School had twelve interns paired with either a first grade or a second grade teacher. Such an experience yields great rewards for all parties. Prospective teachers get a first hand look at the art of teaching and the evolving nature of education in the 21st century. Seasoned teaching professionals and students dialogue with trainees who have been exposed to the latest research and literature in the field of education.

Our district prides itself on creating teacher leaders. Therefore, it is common to have teachers representing all schools serve on district committees where the seed is sown for discussion and the preparation of a District Strategic Plan. Similarly, the district requires that once a month professional development be provided in a manner that allows teachers from various schools to make decisions on important educational issues. This takes place at district-wide grade level faculty meetings. Our teachers were also involved in a Literacy Networking program that was sponsored by the Rhode Island State Department of Education. The East Bay Educational Collaborative is another organization in which we participate. It hosts a myriad of professional development opportunities for teachers. Equally important, the organization challenges the thinking of school administrators via programs like *The Principals' Leadership Series*. Lastly, monthly Principal Meetings and Administrative Council Meetings (the latter involves administrators at the school building and central office levels) along with our school website furnish additional opportunities to share our successes.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL
PART V – CURRICULUM AND INSTRUCTION QUESTION #1 (ONE PAGE)

Our reading/language arts curriculum is premised on a comprehensive and balanced literacy program that captures the strong relationship between reading, writing, speaking and listening. Teaching methods include whole group, small group, and individual instruction. This instruction is direct and explicit and it encourages a gradual release of responsibility from teacher to student as students become more proficient with their communication skills.

The Rhode Island Reading Policy and the New Standards Primary Literacy Standards highlight our core elements-phonemic awareness, phonics, fluency, vocabulary development, and comprehension strategies. Skill development revolves around themes in student anthologies along with leveled readers used to address an array of reading capabilities. In addition, guided reading and daily writing facilitate student reflection and opportunities to relate lessons to the real world. Support is available from a reading specialist, an English-as-Second Language specialist and a resource teacher. It is common to see them working in the classroom setting collaboratively with our classroom teachers.

Our mathematics curriculum focuses on higher level thinking and problem solving skills. At the same time, it utilizes hands-on projects and exploration where math concepts are investigated in a variety of ways. Ideas such as data collection and analysis, geometry, measurement, estimation, and rules and patterns form the foundation upon which broad and rich mathematical skills are built. Equally important, the mathematics curriculum has a “spiraling” nature to it where concepts are re-taught at successive grade levels allowing for repeated exposure. Calculators are used regularly beginning in kindergarten. However, they do not eliminate the need for students to master basic skills through their own initiatives. Rather, the calculator is a tool empowering the problem-solving capabilities of students. A rubric identifies the skill levels of students as either Beginning, Developing, or Secure.

Grade specific science kits expose our students to the study of life, earth, and physical sciences. Through a careful process of inquiry students are asked to observe, question, hypothesize, predict, investigate, interpret and communicate. When these skills are performed collectively, students plan investigations and gather data, compare and contrast, synthesize data and draw conclusions, and explain their findings in a variety of ways (oral, written and through presentations). The East Bay Educational Collaborative is the backbone of our school’s science program. Through their kit specialists, science specialists, and materials manager our teachers have access to needed supplies, information, and professional development.

The social studies curriculum also incorporates themes to connect subject matter to student’s lives. Themes include commonality and diversity, conflict and cooperation, continuity and change, individualism and interdependence, and interactions within different environments. Incorporated within themes are discussions as well as hands-on projects relating to civics, government, economics, culture, history, human-environment interactions, and geography.

Health education is taught across various curricula areas with an emphasis on the following: mental/emotional health, nutrition, family life, disease prevention and control, injury prevention, substance use and abuse prevention, and personal hygiene. Again, group work, hands-on projects and attention to current events are vehicles to promote the acquisition of knowledge. Organizations from our community (i.e. public utility companies; fire and public safety departments) provide resources such as guest speakers and demonstrations to discuss health related topics.

Art education is taught both by a certified art specialist and classroom teachers. Instruction affords students the opportunity to apply knowledge of the elements of design. Equally important, it allows them to depict ideas, feelings and moods in various art forms which demonstrate the understanding of concepts such as space/depth/dimension; construct unity/variety; texture; and shape/form.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL
PART V – CURRICULUM AND INSTRUCTION QUESTION #2 (HALF PAGE)

A balanced approach to literacy is at the heart of reading instruction at Hennessey School. We maintain the belief that a variety of instructional methods are necessary for our diverse student population to experience success. Essential elements of our reading program are based on sound scientific research. They include guided reading, phonemic awareness, direct phonics instruction, text comprehension strategies, vocabulary development, fluency instruction, and process writing.

Hennessey teachers are dedicated to providing an environment that is rich in opportunities for student growth. One school-wide initiative has been to incorporate the reading workshop model as a framework, which allows students to read, respond, collaborate, and share their thinking.

Hennessey students have access to a wide range of books and reading materials that are challenging yet appropriate for students reading below grade level. Effective interventions for our struggling readers occur through classroom intervention, Reading Recovery, Title I literacy, English as a Second Language, Special Education services and after school programs. We recognize the benefits of early identification and intervention for all children at risk of reading failure and we have implemented an inclusion model for Kindergarten students. This model has phonemic awareness and letter identification as its primary focus. Our inclusion model, which is utilized at all grade levels, allows teachers and specialists to work collaboratively to meet the individual needs of all learners. Classroom teachers differentiate literacy instruction so that all students meet with success.

The staff continues to focus on the shared vision to close the gap between our high and low performing students. Our stable school environment and committed staff have created a professional climate that has sustained a reform effort. A sense of teamwork is evident in the school as parents, teachers, students, administrators, and community members work together to fulfill this vision. Our staff is committed to remaining current in practice and putting forth quality instruction that continually reflects upon-what we are doing, why we are doing it and how it impacts the success of our students. This approach to literacy will hopefully foster a love of reading in our students and promote them as life long learners.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL
PART V – CURRICULUM AND INSTRUCTION QUESTION #3 (HALF PAGE)

In order to function as a productive member of society, students need to have a strong grasp of real life problem solving strategies as well as essential math skills. At AB Hennessey School the focus of our math curriculum is to integrate the ten universal problem-solving strategies consistently throughout each grade level in conjunction with our math program. All students start their day with a math message or problem of the day giving students the opportunities to practice and review math skills, concepts, and strategies. Students help set their own criteria, and rubrics are used throughout the problem solving process so that expectations for student performance are clear. Students are given several opportunities to reflect, revise, and improve their work in order to meet the national standards. This is achieved through the use of student work boards, co-operative groups, peer mentoring, and teacher conferencing. The program's ultimate goal is to enable students to be independent thinkers when facing real life situations that require math skills. Oral and written explanations of math problems help students make connections, generalizations, and extensions, using basic computation, conceptual knowledge, and problem solving strategies. Reflective writing and self-assessment using open ended statements and questions provide students with chances to reflect on their knowledge of mathematics.

It is our shared goal to foster a partnership with families and the community. Communication through *Home Links* and the *Family Letter* promote follow up and enrichment activities giving a summary of each lesson. These activities are designed to build a strong bridge between home and school. Teachers model math games for parents during our "Friends for Lunch" program. This helps parents learn how to effectively help their children use math games to increase their understanding of math concepts. The AB Hennessey School has offered parents and students opportunities to engage in hands on activities using math manipulatives during our "Family Math, Science, and Literacy Night". We also organized an after school math club which allowed interested third, fourth, and fifth grade students to engage in extra-curricular math activities. In addition, community outreach is encouraged at Hennessey School. Our young entrepreneurs have set up small businesses to raise money for local charities. All of these activities engage our students in experiences that shape their ways of thinking and understanding mathematics in the real world.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL
PART V – CURRICULUM AND INSTRUCTION QUESTION #4 (HALF PAGE)

Hennessey classroom teachers utilize whole group, small flexible grouping, individual instruction and literacy centers, which emphasize reading, writing, speaking, listening and math to improve student learning. Read alouds provide the teachers and students with a framework to develop comprehension strategies. Explicit instruction in activating relevant prior knowledge, asking questions, visual imagery, summarizing and making inferences provide the students with strategies that can deepen their understanding of text. Graphic organizers assist students in organizing their thinking, which facilitates comprehension. The reading and writing workshops enable the teachers to learn what their student's strengths and weaknesses are. These workshops also promote high levels of engagement, and increase the time their students spend working on authentic reading and writing activities.

Guided reading is another critical part of our literacy program. During guided reading, the teacher observes student's reading behaviors and guides and assists them as they learn how to use strategies to process increasingly difficult levels of text with fluency and comprehension. Word study activities are incorporated throughout all our literacy activities so that our students can gain a better understanding of language. Assessment is an ongoing process used to plan instruction, monitor progress and identify students needing attention.

Students are actively engaged in hands on activities, real life problem solving, basic computations and the development of math concepts on a daily basis. Games and math boxes are used to practice and review skills. Students are given the opportunity to model and explain multiple approaches and strategies used to arrive at a solution. Oral and written responses are encouraged. Setting criteria and using rubrics allow students to develop a critical eye for improving their work in both literacy and math. Learning centers provide for differentiated learning so that children at all developmental levels are able to meet with success. Teacher modeling, guided practice, and independent practice promote a gradual release of responsibility to the students as they gain expertise in all academic areas.

BLUE RIBBON APPLICATION/AGNES B. HENNESSEY SCHOOL
PART V – CURRICULUM AND INSTRUCTION QUESTION #5 (HALF PAGE)

The staff at Hennessey School continues to work towards having a deeper understanding of our Reading and Math curricula and how this aligns with the national standards. After looking at student data from the New Standards Reference Examination, we determined that text comprehension, writing, and mathematics problem solving with an emphasis on problem solving were areas in need of improvement. The staff put forth a plan of professional development to support teachers over time to enhance and expand our knowledge of those target areas.

The staff participated in text based seminars based on Fountas and Pinnell's, **Guiding Readers and Writers**, and Harvey and Goudvis', **Strategies That Work**. The model of teacher as facilitator allowed the staff to collaborate, explore, and implement these thinking strategies. We realize the need for direct and explicit instruction in the area of text comprehension and our work in this area is ongoing. Another professional development plan included grade level and cross grade level collaboration that closely examined connections made across the curriculum. Process writing and Six Traits writing instruction were a primary focus of these workshops. Our principal as well as several teachers participated in the Literacy Network sponsored by The Rhode Island Department of Education. This was a two year initiative that took a comprehensive look at various literacy topics. Many teachers also attended The Bureau of Education's seminars which focused on such topics as; Incorporating more non-fiction into the language arts block; How to help struggling readers; Differentiated instruction and Literacy centers.

In the area of mathematics, we have participated in district wide training, school based in-service, and various workshops at the East Bay Educational Collaborative. These professional development opportunities were focused on differentiated learning, looking at student work, and using assessment to drive instruction. Teacher consultants led workshops on how to create and implement games, manipulatives, and other hands on math activities in the classroom. As a result of these professional learning experiences, we are better able to reflect on our daily teaching and improve instruction.

Subject Mathematics Grade 4 Test Skills

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	25%	21%	7%		
Achieved	60%	65%	54%		
Nearly Achieved	11%	9%	24%		
Below	4%	5%	15%		
Little Evidence	0	0	0		
Number of students tested	52	43	72		
Percent of total students tested	100%	97.8%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. <u>Economically Dis.</u> (specify subgroup)					
Achieved with Honors	9%				
Achieved	82%				
Nearly Achieved	9%				
Below	0				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	26%	15%	23%		
Achieved	44%	48%	43%		
Nearly Achieved	19%	21%	21%		
Below	9%	13%	12%		
Little Evidence	0	1%	1%		

Subject Mathematics Grade 4 Test Concepts

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	8%	19%	4%		
Achieved	58%	28%	24%		
Nearly Achieved	28%	40%	36%		
Below	6%	14%	36%		
Little Evidence	0	0	0		
Number of students tested	52	43	72		
Percent of total students tested	100%	97.8%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Economically Dis. (specify subgroup)					
Achieved with Honors	0				
Achieved	64%				
Nearly Achieved	32%				
Below	5%				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	7%	8%	6%		
Achieved	37%	26%	34%		
Nearly Achieved	33%	28%	33%		
Below	20%	34%	25%		
Little Evidence	1%	1%	1%		

Subject Mathematics Grade 4 Test Problem Solving

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	17%	5%	6%		
Achieved	45%	26%	11%		
Nearly Achieved	15%	2%	24%		
Below	23%	60%	51%		
Little Evidence	0	7%	8%		
Number of students tested	52	43	72		
Percent of total students tested	100%	97.8%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Economically Dis. (specify subgroup)					
Achieved with Honors	14%				
Achieved	36%				
Nearly Achieved	27%				
Below	23%				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	14%	9%	9%		
Achieved	24%	17%	19%		
Nearly Achieved	18%	7%	18%		
Below	34%	52%	41%		
Little Evidence	8%	13%	12%		

Subject English Language Arts Grade 4 Test Basic Understanding

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	25%	16%	1%		
Achieved	54%	52%	56%		
Nearly Achieved	13%	18%	17%		
Below	8%	14%	26%		
Little Evidence	0	0	0		
Number of students tested	52	44	72		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Economically Dis. (specify subgroup)					
Achieved with Honors	24%				
Achieved	48%				
Nearly Achieved	19%				
Below	10%				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	16%	19%	17%		
Achieved	57%	50%	57%		
Nearly Achieved	14%	13%	14%		
Below	11%	14%	10%		
Little Evidence	0	1%	0		

Subject English Language Arts Grade 4 Test Analysis and Interpretation

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	8%	11%	0		
Achieved	58%	48%	53%		
Nearly Achieved	27%	25%	26%		
Below	8%	16%	18%		
Little Evidence	0	0	3%		
Number of students tested	52	44	72		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Economically Dis. (specify subgroup)					
Achieved with Honors	5%				
Achieved	57%				
Nearly Achieved	29%				
Below	10%				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	7%	8%	6%		
Achieved	55%	49%	54%		
Nearly Achieved	24%	26%	24%		
Below	11%	14%	12%		
Little Evidence	1%	1%	1%		

Subject English Language Arts Grade 4 Test Writing Effectiveness

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	8%	0	3%		
Achieved	81%	57%	47%		
Nearly Achieved	10%	11%	24%		
Below	2%	32%	26%		
Little Evidence	0	0	0		
Number of students tested	52	44	72		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Economically Dis. (specify subgroup)					
Achieved with Honors	0				
Achieved	95%				
Nearly Achieved	5%				
Below	0				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	19%	3%	10%		
Achieved	56%	60%	49%		
Nearly Achieved	12%	14%	18%		
Below	10%	19%	20%		
Little Evidence	1%	1%	1%		

Subject English Language Arts Grade 4 Test Writing Conventions

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Spring					
SCHOOL SCORES					
Achieved with Honors	2%	2%	0		
Achieved	77%	66%	33%		
Nearly Achieved	12%	9%	39%		
Below	10%	23%	26%		
Little Evidence	0	0	1%		
Number of students tested	52	44	72		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Economically Dis. (specify subgroup)					
Achieved with Honors	0				
Achieved	71%				
Nearly Achieved	14%				
Below	14%				
Little Evidence	0				
Number of students tested <u>26</u>					
STATE SCORES					
Achieved with Honors	5%	3%	5%		
Achieved	54%	53%	53%		
Nearly Achieved	21%	12%	21%		
Below	18%	28%	18%		
Little Evidence	0	0	0		